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HISTORY IN THE GRADES

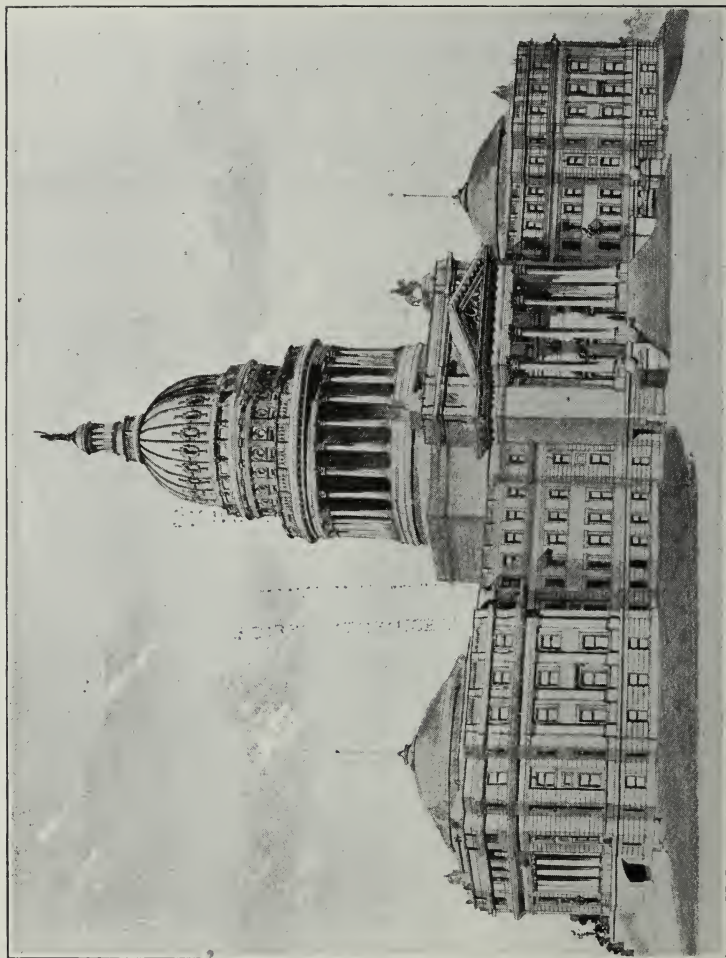
1. Course of Study.
2. Methods of Instruction.
3. Bibliography.

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HISTORY IN THE GRADES

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HENRY L. TALKINGTON

Department of American History and Civics
Lewiston State Normal School

PREFACE.

In no department of learning has greater advancement been made during the last few years than in the department of history. There are histories of the world, histories of nations, histories of great movements and great events, and histories of men, all well written and by the ablest scholars. In the course of study, and the credit allowed for the work done, colleges and universities make the subject of history co-ordinate with other branches and some of the strongest men in these institutions are those in charge of this work. The secondary schools, too, give history equal rank with other studies, but outside of the city schools the grades have not shared in the great advantages resulting from the advancement in historical scholarship.

In the course of study prescribed for the grades in the public schools of a state it will be seen that while at least twelve to fifteen per cent of the child's time is given to the study of reading, language or arithmetic, only five to six per cent is given to the study of history. Though in other subjects the child is abundantly supplied with books suitable to his grade, in history practically all of the work is done with one or two books. The desire to improve the grade work in history is quite general and there are hundreds of good books on this subject, but it has not been clear what should be taught in the different grades, where the proper books may be obtained, or how the work is to be presented. This pamphlet has been prepared with a view of helping along these lines, and the work is divided into three parts.

Part I. deals with the course of study for grade work in history, showing what the leading schools of Europe are doing and what the committees appointed in the United States to investigate the subject have recommended for the work in each of the grades.

Part II. deals with methods of instruction, calling attention to the most important points in the presentation of this subject.

Part III. is a bibliography, with books arranged according to the grades.

It must be kept in mind, however, that there can be no final classification of books exactly suitable to all schools. The children of the fourth grade of one school may have had more history, or may be better prepared for a certain book than the children of the seventh grade of another school. The teacher should test the book and see whether it is the proper one for the grade in which she desires to use it. In this work no book, map, or picture is recommended which has not been examined, and no method is advocated which has not been tested by the the author.

If the collection and classification of this material and its adaptation to the grades shall aid in any way the schools of Idaho, the author will feel abundantly repaid.

HENRY L. TALKINGTON.

Lewiston, Idaho, April 16, 1907.

COURSE

Grade	Age	History in
		German Gymnasium
I	6	
II	7	
III	8	
IV	9	Mythology Classical and German
V	10	Mythology Classical and German
VI	11	Greek History correlated with Geography
VII	12	Roman
VIII	13	Mediaeval

TIME---1. German schools
 2. French schools g
 3. Committee of te
 4. Proposed Cours

COURSE OF STUDY IN HISTORY FOR THE GRADES.

Grade	Age	History in the Schools of		Reports of Committees on Study of History in the United States			
		German Gymnasium	French Lycees	Ten	Seven	Eight	Proposed Course
I	6						
II	7						
III	8		Biography		Stories Greek, Roman English, American, Norwegian		Stories Greek and Roman, English and American Norwegian
IV	9	Mythology Classical and German	Biography (French)		Biography Greek, Roman German, French English, American		
V	10	Mythology Classical and German	Biography (French)	Biography and Mythology	Greek and Roman History to 800 A. D.	American History Discoveries 1492-1600	Greek History Roman History
VI	11	Greek History correlated with Geography	The Orient	Biography and Mythology	Mediaeval and Modern History from 800 to present	Settlements 1600-1763	Mediaeval Modern
VII	12	Roman	Greece	American History	English History	1763-1825 Covering North and South America	European discover- ers and explor- ers of America U. S. History to 1825
VIII	13	Mediaeval	Rome	Greek and Roman History	American History	1825-1907 Trace industrial and political de- velopment and expansion	U. S. History from 1825 Civics

- TIME---
1. German schools give three hours per week throughout entire course.
 2. French schools give one and one-half hours, except last year, when it is two to four hours per week.
 3. Committee of ten recommended three forty-minute periods per week.
 4. Proposed Course gives same time allowed all regular studies.

COURSE OF STUDY.

"Before a child is ready to study history he should simply become familiar with its elements, in biographies, stories, pictures and objects."

In planning a course of study for the grades, it should be kept in mind that eighty-five per cent of the children never reach the High School; that work in history as in other subjects, must be adapted to the child's intellectual condition; that history should be given as much time and as serious consideration as any other branch of study in the course; that "helps" are as necessary in this work as in any other; that the subject may and should be correlated with the other branches and that local conditions determine the amount and character of the work that can be done.

The value of grade work in history is at least five fold.

1. *The Worth of the Facts Obtained*—All human progress is made by adding to what has already been accomplished, hence the importance of knowing the past.

2. *The Intellectual Discipline Gained*—The child should not only remember, but interpret what he reads, or to put it in another way, he is more likely to remember it if he understands what he reads.

3. *Acquaintance with Books and Skill in Their Use*—The pupil should be taught to help himself by showing him how and where to find certain kinds of information.

4. *The Value in the Formation of Character*—The character of the child is determined by the standards which he adopts in moulding it, therefore, it is necessary to set before him right ideals and to arouse within him a laudable ambition.

5. *The Awakening of an Interest for Future Work*—Continued growth is possible only where the child is sufficiently interested to continue his work.

Just what the course of study shall embrace, however, must be determined by the ideal towards which the teacher is working and the actual conditions of his school. The city, the town and the rural school all differ in the number of their

teachers, size of libraries, and the time that may be given to any one subject. Regardless of conditions, United States History should be made the principal subject in the course of study in history for the grades, and all the work should be adapted to the child's intellectual development. The diagram on pages 4 and 5 shows what is being done and what is recommended by those best prepared to speak on this subject, and every school will be safe in adapting these recommendations to its own conditions.

Third Grade.

The work of this grade should deal largely with the home life of a people.

1. The domestication of the dog, the horse, the sheep, the cow.
2. Growing of vegetables, the cultivation, harvesting and threshing of grain.
3. Kinds of animals hunted and methods of fishing.
4. Metals, kinds, how mined and prepared for use.
5. Clothing, of what made.
6. Farming implements and household utensils.
7. Means of travel, both on land and water.
8. Kinds of money and methods of trade.
9. Government, the family, the clan and the tribe.

The character side of this work may be done by the teacher reading or telling stories of the heroic Greek, the brave Roman, the hardy adventurous pioneers of America or the chivalrous Knights of the Middle Ages. The child should be encouraged, and to some extent be required to repeat orally what is told him, or he may reproduce it in his language work in written form.

Fourth Grade.

At this time the child, intellectually, is in the heroic age. He likes action, contests, "hair-breadth" escapes, men and women who accomplish something. The human element appeals most strongly to him, hence the work should be largely biographical, representing men and women of high character and primitive life.

The Spaniards were for the most part cruel. Cortez and Pizarro slew their thousands and their lives and work form

an exciting story, but they do not represent the kind of ideals that should be set before children. Webster and Calhoun were grand men, but the grandeur of their lives is not of a kind that can be understood or appreciated by children; but men like John Smith, Roger Williams, William Penn, John Winthrop, James Oglethorpe, Washington, Samuel Adams, Boone, Lewis and Clark, Whitman, Fremont, Lincoln, Roosevelt, and many other men, both American and European, will furnish plenty of material for work in this grade. The warrior, the orator, the scientist, the scholar, the statesman, the reformer, may all be passed by for reasons that are apparent. While character and the cultivation of a taste for reading are the main things sought in this work, many others are gained incidentally.

1. The hardships of the early colonists are clearly set forth in the lives of John Smith and John Winthrop.

2. Washington represents plantation life and the aristocracy of the **South**.

3. Samuel Adams is a good representative of town government in New England.

4. William Penn well illustrates religious toleration and the banishment of Roger Williams shows a lack of it.

5. The condition of the debtor and the poor generally, is brought out in the life of Oglethorpe.

6. Boone, Lewis and Clark, Fremont show the difficulties and the value of the work of the explorer.

7. The possibilities of the poor and the duties of the rich are set forth in the lives of men like Lincoln and Roosevelt.

The presentation of this work falls into three general parts.

1. *Given Orally by the Teacher*—The teacher should have her work so carefully planned that she can give it in parts that are complete in themselves. Suppose it is the life of Boone, one can think of his clothing, his arms for defense, his food, his manner of travel, incidents when a prisoner of the Indian, etc.

2. *One or more* of these topics may be used, giving the children an opportunity to ask questions and to discuss what is presented.

3. *Reproduction* by the children in a written exercise should follow, and when necessary be repeated until the child can give from memory the main facts in the story.

Fifth Grade. .

In the third and fourth grades the child has learned much of the lives of the Indians, Early Europeans, the Colonists, and the Pioneers of America. What they ate and wore, the kind of houses and how they were built, manner of travel, roads, etc. Their churches, schools and local governments, in short, everything that a child would learn because of meeting with it in his daily life. . He is now prepared to study that phase of the life of the Greek and the Roman corresponding to what is already known to him. His work thus far has been largely biographical, and biography should still be prominent, but the lives of nations in their early history may be treated chronologically, omitting the more difficult parts. Grecian and Roman history are both rich in material adapted to this grade of work.

Greece—1. The Legendary period.

2. The founding and growth of its cities.

3. Their conflict with Persia.

4. The development of the cities of Athens, Sparta and Thebes.

5. The Schools, Oracles, Architecture, Noted Buildings.

6. The Olympian Games.

7. Famous Men.

8. Walled Cities and means of protection.

9. Alexander the Great and his work.

Roman History may be treated in much the same way as that of Greece.

Sixth Grade.

The child has in the fifth grade acquired some of the elementary facts in the lives of the Greeks and the Romans. In the regular "Migration of the Races," the next nation to be considered is:

The Ancient Germans—

1. Early life, including location of the people.

2. Manners and customs.

3. Wanderings through Eastern and Southern Europe.

4. Conflicts with the Romans and other Western people.

5. The rise of the Franks, their war with the Mo-

hamedaus and the establishment of their empire under Charlemange.

6. A brief study of Feudalism and the Crusades.
7. Life in the Village, the castle and the Monastery.
8. Some of the more simple facts in the Hundred Years' War.
9. The Reformation, the Puritan Revolution.
10. The political conditions of France and Spain.
11. The great commercial activity and interest in the subject of navigation.
12. The intellectual awakening and social unrest in Europe.

These are some of the subjects that must be partially understood before one is prepared for the study of United States history.

The discovery, exploration and settlement of America was done by two great historic races. The Romanic, represented by the Spanish and the French, and the Teutonic, represented by the English. A clear understanding of these people and their work cannot be gained unless they are studied in their own country, or to put it as Miss Salmon has so well expressed it: "United States History alone is history detached from its natural foundations—European history. It is history suspended in mid-air."

The last half of this year should be devoted largely to the study of the Spanish, the French and the English explorers, tracing the routes taken and noting the motive by which they are actuated, whether it be wealth, adventure, evangelization of the Indians, or in search of homes.

Much attention should be given to the geography of the country explored, as the future claims of these nations are based upon the work done by their explorers; their object had much to do with their relation to the Indians. The Spaniard, who sought the precious metals, became a mere "prospector" and hence traveled much. The Frenchman was a fur trader and a religious enthusiast, so he lived with the Indian. He and they became mutually helpful, while the Englishman wanted only a home or the Indian's land and hunting ground.

Seventh Grade.

The English Colonies

1. The object.
2. Place of settlement.

3. Form of government.
4. Schools and churches.
5. Indian wars and civil rebellion.
6. The lives and the work of leading men.
7. Social customs, occupations and industries.

The Inter-Colonial Wars.

1. King William's.
2. King George's.
3. Queen Anne's.
4. French and Indian.

In these wars the fighting was chiefly around five strategic points:

1. Fort Duquesne, which controlled the Ohio river and was the key to the Northwest.
2. Niagara controlled the fur trade in Northwestern Canada, and the route to Albany, N. Y.
3. Quebec controlled the St. Laurence river, and one of the most strongly fortified places in America.
4. Crown Point and Ticonderoga controlled the route from the Colonies to Canada.
5. Louisburg and Acadia the key to the Northeastern part of Canada and the Gulf of St. Lawrence.

The American Revolution—The Campaigns in and Around:

1. Boston.
2. New York.
3. Philadelphia.
4. Saratoga.
5. Charleston.
6. Yorktown.

Wars should be studied with reference to causes, plans, campaigns, leaders and results. Only place and causal relations of battles should be noticed. Lexington, Bunker Hill, Dorchester Heights, are all incidents in driving the British out of Boston, and it is of minor importance whether these battles occurred in the same or different years.

Confederation and Constitution, 1781-1789.

1. The Formation of the Articles of Confederation.
2. The reason for their failure.
3. The causes leading up to the formation and the adoption of the Constitution.

The Development of Nationality, 1789-1830.

1. The Adjustment of the States to the Nation.
2. The Supreme Court by its decisions shows the true meaning of the Constitution.
3. Commercial Supremacy gained in the war of 1812.
4. Gained national recognition.
5. Established manufactories.
6. The Settlement of the West.
7. Internal Improvements.

The work not only in its beginning but throughout should be supplemented with the study of European history. The Jay Treaty, the Alien and Sedition Laws, the War with the Algerian Pirates, and the War waged for years on our Commerce by England and France can not be understood unless the student is more or less familiar with the conditions existing in Europe at the time these troubles occurred.

Eighth Grade.

United States History, 1830-1907.

1. Internal improvements, routes, trails, canals, rivers and railroads.
2. History and extension of slavery.
3. Kinds of industry, growth of manufactories.
4. Protection and free trade
5. The rise, growth and work of political parties, the spoils system and civil service reform.
6. The Civil and Mexican Wars, causes, campaigns and results.
7. Reconstruction, methods of.
8. The growth of the educational system of the United States.
9. Social conditions, humanitarian reform and charitable institutions.
10. Great inventions and their influence on social and industrial conditions.
11. Economic issues.
12. Foreign affairs.
13. The Rise and Control of Corporations.

The student should be taught to make free use of supplementary books. A good dictionary of United States History

is very helpful. So are other text books on the same subject. Considerable map work should be done, and the teacher should not feel chained down by the ordinary chronological administration method of treating the subject. In whose administration the first United States Bank was chartered or the Wilnot Proviso introduced is not of so much importance as to understand what these things were.

Eighth Grade Civics.

There are many important things a child should learn before he is ready to take up a work on Civil Government suitable for Normal or High Schools.

1. His rights and duties as a member of a family, school, church, society or club of any kind.
2. Schools, how governed and supported, privileges of teachers and pupils.
3. Cities, classes, manner of government, officers of, and how elected.
4. Township or Precinct Government, administered by what officers :
5. County, officers of, how elected and the duties of each.
6. State, its resources, institutions and government, the three departments, Legislative, Executive Judicial, and how they are administered.
7. The National Government should be treated briefly in the same manner as the government of the State.

Methods of Instruction.

In a pamphlet like this where the space is so limited, none but the most general principles of instruction can be noticed. It must always be kept in mind that "what to teach" is of infinitely more importance than "how to teach," in other words, that "matter always comes before method." When a teacher knows his subject and understands the intellectual condition of the child before him methods will largely take care of themselves.

Classification of Historical Facts.

1. *Social*—Meaning the customs and relations of different members of the family. The Puritan family differed

from the family on a plantation in the South, and the family life of both of these differed from the family life of the English, the German, the Roman or Greek, yet there are certain elements common to all, as for instance, the relation of the parent to child, husband to wife, one family to another.

2. *Industrial*—In the development of civilization the human race passes through certain phases of industrial progress. The barbarian or savage who depends upon hunting, fishing and wild fruits for his living; the herdsman who depends upon his herds for his maintenance; the agriculturist who tills the soil; the manufacturer who invents and manufactures machines. Every nation may, to some extent, represent all these phases of life, yet one or the other will predominate. The American Indian in his early history was regarded as a savage. The Hebrews depended upon their herds. The American people until within a few years were occupied largely in agricultural pursuits, while the English have long been considered a commercial or manufacturing people.

3. *Religious*—Every people has some form of religion, and if the manner of worship is in any way controlled by the congregation or the state, it is spoken of as a church. Articles of belief, methods of government and manner of worship are some of the things to be studied.

4. *Educational*—Those things that pertain to schools meaning kinds, methods of government, source of support, who attend, kinds of books, school buildings, furniture, etc., newspapers, magazines, lyceums, libraries, and anything else that pertains to the intellectual advancement of the people.

5. *Political*—Political questions deal with kinds of government and methods of administering them. England is a monarchy, France a republic, Switzerland largely a democracy, and the United States a Federal republic. The questions that arise in the administration of these governments are termed political, as for example: The tariff, free coinage of silver, improvements of rivers and harbors, regulation of corporate power or the sale of liquor. In speaking of government in the United States, it may be national, state, county, city or municipal, township or precinct, and school district.

6. *Ethical*—Those facts that have to do with honesty, bravery, courage, patriotism, unselfishness, loyalty, fairness, justice, peace, duty, heroism, self-sacrifice, faith in a Supreme

Being, punishment for wrong doing, and reward for the doing of right.

Except the last, these facts should be presented in the order named. Ethical facts may and should be presented wherever there is an opportunity.

Phases of History Teaching.

Prof. Mace in his "Method in History," points out three well defined phases in the the teaching of elementary history, corresponding to the intellectual development of the child.

1. *Sense History*—Sense history is that acquired through the senses. The child sees the occupations of those around him and the product of their labor, the kinds of animals and their uses, the relation of parent and child, how trade is carried on, church services conducted, local government administered, and many other things that will be of value to him when he comes to consider the manners, customs, habits, and conditions of a people whom he does not know. This work should be done in the third and fourth grades and in the grades below, if any history work is done. It should be largely oral, as the voice and facial expressions of the teacher mean much more to the child than the printed page; it affords the teacher a better opportunity to watch the children and see if they understand what is being said and for the child to ask questions and make comments. A large use should be made of pictures that the child may see as far as possible, what is being described. However vividly the teacher may present a thing a word picture is never so real or forceful as the picture. The child should be encouraged to describe things read about and to tell what he knows. It will not only aid in fixing them in his mind, but he acquires a vocabulary and practice in the use of words. If it be asked "What history shall be studied in these grades?" "Shall it be the early history of the human race, that of the English people, Colonial life, or the early struggles of the pioneers in the community in which he lives?" The answer is that it does not make much difference so long as it is sense history, that is history that deals with the home, the family life.

2. *Representative History* is that phase of history that enables a pupil to understand what he cannot gain through the senses, from its likeness to that which he has gained in this manner. School will always suggest to him teacher, pupils, books, etc; the church will represent minister, congregation, place and manner of worship; the farm will call to mind the animals,

implements and products of the farm; war will mean guns, soldiers, generals.

This will represent the work of the fifth and sixth grades, and both Europe and America are drawn upon for material. The founding and development of nations is much the same regardless of the time or locality of the nation. The early life of the people on the seven hills of Rome did not differ very greatly from that of the early settler in Massachusetts. In both cases there is a union of families because of common interests and for mutual protection. The life of the primitive people in the forests of Germany did not differ much from that lived by the pioneers in the forests of America, and the deeds of daring, loyalty and heroism are much the same in all ages and in all countries, and may be understood by the child. There must be something in the experience of the child corresponding to the object presented for his consideration. An English lord, a French count, or a Spanish castle is pretty hard for an American child to understand, because there is nothing of the kind in his country.

3. *Reflective History*—Reflective history, as the name would indicate, is only another way of saying that thought should predominate in this phase of the work. Cause and effect, plan and purpose, connection, results, reasoning, in short, interpreting what is read. This embraces the work of the seventh and eighth grades. The first year and a half should be devoted to the study of American history, and the last half year to civics, state and national.

While there can be no hard and fast classification of historical work into the three phases mentioned, yet these three thoughts should predominate and in the order named, as they correspond to the psychological development of the child, and the material for his work should be arranged accordingly.

Time.

For the teacher who has many classes, or the school that already has a full course, the question of time is a serious one, when the introduction of new subjects is mentioned. But there is always a time for that which is most important. Let the subject be alternated, correlated with, or substituted for, other subjects. For reading, read history, for some geography, study historical geography, in language work use some historical incident, instead of using so much time for number work or arithmetic, devote some of it the study of history. Two or three recitations per week throughout a child's entire school life, devoted

to this subject, will mean much, not only in what is actually done but in showing the child what may be done. If in the lower grades, all cannot have books, the teacher can read one book to all. If she has not time to finish a book she can read enough so that the child becomes interested and he will finish it.

Text Book.

A good text book is indispensable, there is a definiteness about it that is very helpful to both teacher and pupil. In school a child should and usually does do what he is told, again the teacher and the child work along the same lines. As the name indicates, the teacher should know more than is found in any one text book, he must be constantly collecting new material, know where it belongs, and what to do with it. The subject should be so presented that the pupil will continually see new fields beyond and desire to explore them.

The Recitation.

The object of the recitation like that in other subjects is to test the pupil to see that he has mastered the work assigned, and the ordinary topical method will be generally used. While most of the work is done by this method, written recitations are quite helpful in the upper grades. Ask questions that will require short answers, take two-thirds of the time ordinarily assigned to the recitation with the questions and then call on different members of the class for answers, allowing them to read from their papers. This work may be confined to general questions or the development of some topic, when by a series of questions, everything the student has ever had on the subject may be called for. Reviews should be frequent, and may, like the recitation, be oral or written. Instead of learning the facts of history as one learns the multiplication table, they should be learned with a view ultimately of making each a part of the whole of some subject. Facts by themselves in history have no meaning.

Supplementary Reading.

From the very nature of the case, a one-volume book on any subject can give but a brief account of those things described. The child, on the other hand, because he has so little general knowledge or power to reason, needs full accounts, both that he may understand and be interested. The teacher of arithmetic gives supplementary problems until she is certain that the child

understands the principles involved, and for the same reason supplementary work is given in the other subjects.

American independence, like the great rivers of the country, had many sources; but the head spring which colored all the streams was the "Navigation Act" (Bancroft.) The same thing might be said of Slavery in connection with the Civil War. It is the duty of the teacher to see that the pupil has the opportunity and explores the many tributaries that go to make up any great stream of thought. It gives breadth and depth to it that nothing else will and lends an interest to the work that nothing else can. Members of the class ought to be encouraged to bring books containing other accounts of whatever they may be reading. The teacher should be as much interested in cultivating a taste for reading and the habit of research as in any other feature of the child's work

The Library.

Closely allied to supplementary reading is the use of the library. Nothing acquired in school is worth more to the student than the ability to work by himself. The progress he makes in school will depend, to some extent, upon his teacher, but his growth after leaving school will depend upon his individual efforts. In the use of one book, memory is the chief factor in his work, but when he begins the use of many books where the same subject is presented in different ways by different authors, he begins to think for himself. Anything like research work is impossible with one book where there is a plain statement of plain facts with no attempt at explanation. Again he learns how to do constructive work, how to take bare facts and interpret them in their connection with the other facts. He investigates, thinks, arrives at a conclusion. By this means his memory work becomes easier, it is "constructive." He learns where things are and how to find them and hence does not have to remember them.

Geography.

The geography taught in connection with history will come under the following heads:

1. *Descriptive*—The mere location of places, used in connection with the study of wars, location of settlements and the tracing of the routes taken by the people in moving from one place to another.

2. *Political*—Which shows the boundaries of state and nations, the territory gained by treaties or otherwise, what was included in the Northwest Territory, the seceding, neutral or loyal states in the Civil War.

3. *Commercial*—Which includes the sea routes, rivers, roads and the highways generally, along which commerce moves.

4. *Physical*—Which determines why the people at one place are farmers, at another fishermen, miners, manufacturers or engaged in commerce. Why one kind of labor is desired at one place and another elsewhere.

Descriptive Geography should be taught wherever history is taught, but the other three kinds belong only to the reflective period of the study. Maps are indispensable and when possible they should represent most prominently those things desired to be seen. For instance, a map showing rivers, roads, boundary lines, mountains and many other things will not give a student a very clear idea of the Oregon Trail or the boundaries of the Louisiana Purchase. Far better for the teacher to get blank maps with only rivers, mountains and boundaries and color them to show what is desired, and if possible let each student have corresponding maps of note book size, which he can use in the same way the teacher uses the larger maps. The Atkinson-Mentzer maps are very satisfactory for the note book and the McKinley maps for wall maps. Both have all the rivers, state boundaries, etc., already drawn so the teacher and student have nothing to do but to color the map, locate the places or trace the routes desired. This kind of work fixes, as nothing else can, the facts in the mind of the child.

Pictures.

The child does not always get the correct idea from the printed page, he may be deficient in imaginative power, or he may not understand the language used, even though it gives a perfect "pen picture." But when a picture is placed before a class all members may understand and understand alike. The tools, implements and household utensils of the pioneers or of primitive man, cannot be understood well, if at all, by mere descriptions, but from a picture a child will gain the idea at once. Then there is an intensity, a concentration about seeing a thing that cannot be gained by merely describing it. In addition to this, reprints of noted works of art may be obtained that have much

value from an artistic standpoint, and the teacher should make much use of these aids in her work.

Examinations.

Examinations become less and less a necessity for the regular and faithful student, yet they are often required before he is allowed to pass to another grade. In case of an examination a student should have a term review when the whole subject may be hurriedly gone over, as it will always be to some extent a memory test, an opportunity therefore should be given to refresh the memory, and then too, reviewing for a test is by no means a waste of time as facts are fixed in mind and a comprehensive view of the subject is gained. But the examination should never be held over students as a "whip" to get them to do their work, such a motive rarely does any good and often does much harm to the faithful, yet it may be nervous, sensitive child. The student should always feel that his daily standing as well as his ability to pass an examination will determine whether he does or does not "pass" in any subject.

THIRD GRADE.

Text Books.

Stories of Colonial Children, by Mara L. Pratt; Educational Publishing Co., Boston; price 75 cents.

"A History Reader for Elementary Schools," by L. L. W. Wilson, Ph. D.; Macmillan Co., New York; price 60 cents.

"American History Stories," Vol. 2, by Mara L. Pratt; Educational Publishing Co., Boston, Chicago; price 40 cents.

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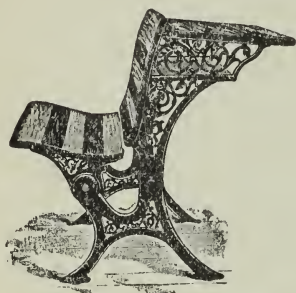
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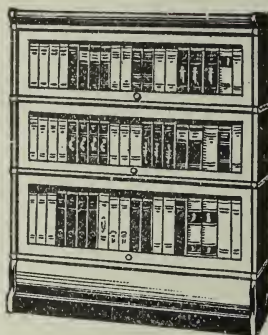
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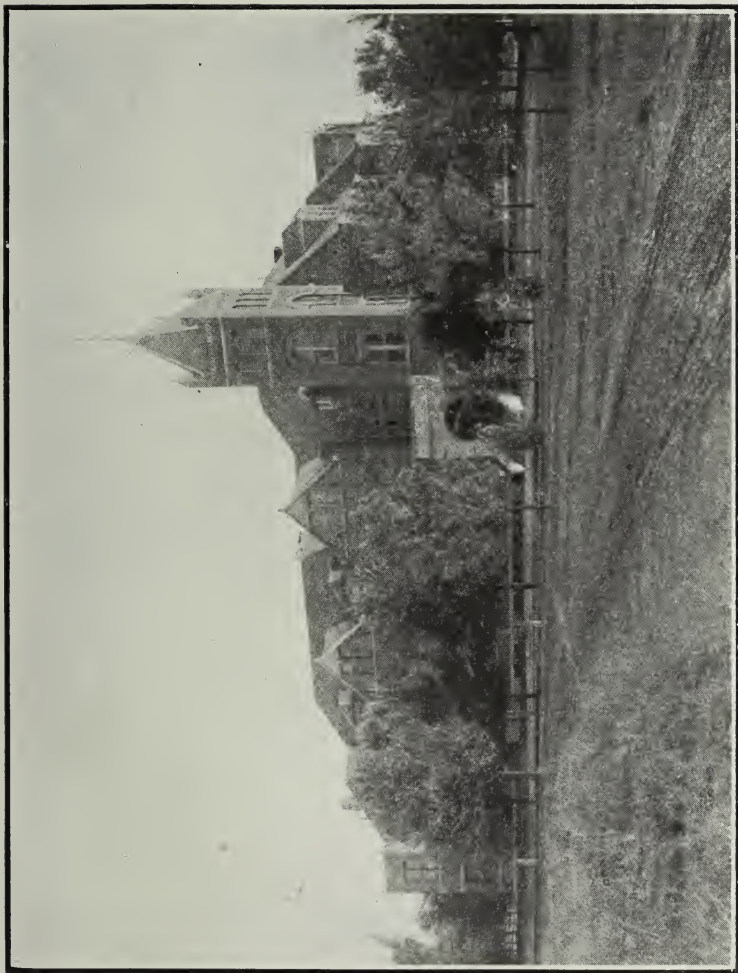
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